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ABSTRACT

This guide contains standards designed to encourage local educational agencies to redesign consumer home economics programs to meet the present and future needs of students and adults in the 1980s and 1990s. A procedure is suggested for using them in redesign or development of new and innovative articulated programs. The standards include nine major program components: philosophy, population/access, instructional program, advisory council/community involvement, facilities/equipment, student services, finance, administrative/supervisory personnel, and instructional staff. Each component is defined, and the standard is specified. For each standard, two to nine criteria are identified. Quality indicators for each criterion are provided in a format suitable for use as a program review guide. Implementation or non-implementation of a quality indicator is to be indicated by a check, and space is provided for comments. An appendix contains additional information that explains or defines terms and/or phrases used in the criteria. (YLB)

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PREFACE

The occupation of homemaking has been the purpose of consumer and homemaking education since the historical Smith-Hughes Act of 1917. Each legislative act for the past sixty-five years, and consequently the curricula that resulted, has addressed socio-economic concerns that affect families and individuals.

Historically speaking, consumer home economics education has its roots in three distinct socio-economic movements. In 1917, we were an agricultural based nation and manual skills were the emphasis of vocational education and consumer home economics education, as a response to the needs of society, the nation, and the families and people participating in it. Food preparation and clothing construction, which were mostly done in the home, were skills required as families worked together to make a living. As this country shifted to an industrial era, the needs of workers and their families also changed, and consumer home economics education emphasized child care, interpersonal relationships and the family life cycle. When mass production peaked, the 1968 amendments to the Vocational Act responded by including consumer education, and placing more emphasis on human development, management, and values. The consumer home economics education skills of foods, clothing, and housing were increasingly linked with decision-making and the utilization and management of resources. We presently are in an era of transition, which John Naisbitt describes in his book, Megatrends: Ten New Directions Transforming Our Lives. "We have now entered the information age. We now mass produce information the way we used to mass produce cars...and this knowledge is the driving force for our economy. Part of the information era includes 'management in the dual direction of high tech/high touch, matching each new technology with a compensatory human response'". One of the key issues facing this nation and specifically legislators and vocational educators, is how to respond to high technology in terms of job training, displacement of workers, and retraining of workers. It is important to note at this time that Mr. Naisbitt combines high tech with high touch. As we review our school curriculum, we need to keep in mind Mr. Naisbitt's recommendations: "Whenever new technology is introduced into society, there must be a counter balancing human response - that is, high touch - or the technology is rejected. The more high tech, the more high touch".

As you can see, consumer home economics education has responded to the technical and human skills needed during the agricultural and industrial eras. As we adjust to the information era, consumer home economics education must provide the balancing agent for high technology. Work and families are not separate functioning entities of our society, and that is why, as we meet the needs of a high-tech society, this program will become an even more essential component of the total school curriculum.

For the past ten years, consumer home economics education has been in a state of flux due to such factors as:

1. A poor image - where home economics was perceived as a program for females to learn "cooking" and "sewing".

2. Declining enrollment causing encroachment of other content areas to compete for courses taught in consumer home economics.

3. More emphasis on the "basics" and increasing requirements for graduation.

4. The impact of a rapidly changing technology on the family.

Perhaps the reason for the first three factors is that we have not been dealing adequately with the fourth factor or that we have not been able to adequately redirect or change our emphasis in consumer home economics education to meet the needs of individuals and family members as their roles are changing in society.

Let's preview some startling facts that impact the consumer home economics education program now and in the future:

. The "typical" family - father as breadwinner, mother taking care of the house with two children in school, is a <u>distinct minority</u>. Only 7 percent of America's population fits the traditional family profile.[1]

. One out of every two marriages end in divorce.[2]

. More than a third of the couples first married in the 1970's will have divorced; more than one third of the children born in the 1970's will have spent part of their childhood living with a single parent. (The emotional and financial consequences of this trend will be commensurately large.)[3]

. More than ever before, people live alone. Single-person households make up 25 percent of the population today as compared to 10 percent in 1955.[4]

. Children under 18 years of age living with fathers has increased 136 percent from 1970 to 1980.[5] In Michigan, there are 508,147 children under the age of eighteen living with only one parent.[6]

. Husband-wife households with only one working spouse will account for only 14 percent of all households, as compared to 43 percent in 1960.[7]

. By March, 1980, 51 percent of all married women were in the labor force compared to 41 percent in 1970 and 24 percent in 1950. More than 50 percent of all mothers with children under 18 years of age are employed and 45 percent of all mothers with children under 6 years of age, which is an increase of 30 percent since 1970.[8]

The diversity of the American family of the 1980's resembles the complexity of a Rubik's cube. The simplistic arrangements of family and work have diversified into a multitude of highly individual arrangements and lifestyles. Today's family can be a single parent (male or female) with one or more children, or a two-career couple with no children, or a female breadwinner with child and househusband, or a blended family that consists of a previously married couple and a combination of children from those two previous marriages.[9] (Have you ever seen the Brady Bunch on T.V.?)

In addition to the change in the make-up of the American family, there are monumental problems affecting families and their members.

Some brief examples include:

. 60 to 70 percent of America's teenagers eat only one meal a day plus snacks. It has been estimated that 1/3 of our nation's health care costs are due to poor nutrition.[10]

. Studies have shown a substantial increase in reported cases of child abuse and neglect from slightly over 400,000 in 1976 to over 600,000 in 1978. Multiply these figures by 10, since authorities estimate only one in ten cases are reported. Spouse abuse and abuse of the elderly are also gaining visibility. Some identified causes of family violence include lack of skill in dealing with conflict, unemployment, problems of daily living, alcohol and drug abuse.[11]

. The United States has the highest teenage birth rate among industrial nations.[12] In Michigan in 1980, public health figures show 20,331 live births to 12-19 year olds, accounting for nearly 20 percent of the babies born and 97 percent of these teenagers keep their babies.[13]

. Micro-computers will become the next major home appliance. By 1990, 80 percent of all dwellings will have home computers for doing such things as the family budget and school and office work. Electronic banking and shopping are already surfacing as consumer options.[14] In 1985, [illegible] percent of all jobs will involve computers in some way. Use of computers will affect our marriages and our children. Parents will have to see that children don't become wired to the computer as they did to the television.[15]

. Consumers have more choices to make than ever before. There are 752 different models of cars and trucks, and 2,500 types of light bulbs, and what about all of the different IRA's? Making responsible consumer decisions will require increased education and retraining.

Obviously, the facts alone have had and will continue to have impact on our family and work life in America.

Purpose of the Standards

Due to the change in makeup and function of the American family and its individual members, the need to counterbalance high tech and high touch, the multitude of socio-economic problems, the Standards for the consumer home economics education programs in Michigan were developed to encourage local educational agencies to re-design their home economics program to meet the present and futuristic needs of students and adults in the 1980's and 90's.

The Standards are based on:

"Standards for Vocational Home Economics Education"
funded by: U.S. Department of Education, 1981

"What People Will Need to Know in the 80's and Beyond to be Intelligent Consumers and Effective Homemakers"
funded by: National Institute of Education, 1981

"Michigan's Consumer Home Economics Status and Effectiveness Study" Recommendations
funded by: Michigan Department of Education, Vocational-Technical Education Service, 1982

Program Components

Michigan educators, middle school and high school home economics teachers, city supervisors and teacher educators were involved in the writing of the Standards which include nine major program components:

- Philosophy
- Population/Access
- Instructional Program
- Advisory Council/Community Involvement
- Facilities/Equipment
- Student Services
- Finance
- Administrative/Supervisory Personnel
- Instructional Staff

Procedure

Since these Standards are based on components of the present program that are still viable, as well as trends, research and projections for the future, the following steps are suggested as the procedure for utilizing the standards in re-designing and/or developing new and innovative articulated consumer home economics programs of high quality at all educational levels. Education agency personnel who are considering re-designing their consumer home economics program should contact the Supervisor, Home Economics Education Unit, Vocational-Technical Education Service, Michigan Department of Education, P.O. Box 30009, Lansing, Michigan 48909.

1. Attend an "Awareness and Readiness" workshop on Standards for Michigan Vocational Consumer Home Economics Programs. All middle, junior high, high school teachers and their building administrators and vocational directors are welcome to attend the inservice.

2. Initiate a local program review utilizing this Standards guide by completing a program review commitment form provided at the above workshop.

3. Schedule a meeting of the local district home economics teachers to review their program using this Standards Guide. Agreement should be reached as to which quality indicators have or have not been implemented. Mark one copy and make appropriate comments, where indicated.

4. Give the completed review guide to building administrators and other appropriate school administrators for their study and comment.

5. Schedule a meeting with all consumer home economics teachers and appropriate administrators to review the initial assessments.

6. A meeting may be scheduled with the local advisory council for a review of the assessment.

7. Develop a plan of action to establish recommendations, priorities and strategies for program development based on the assessments.

8. Copies of the written recommendations should be shared with appropriate parties in the school district/community and the State Department of Education; namely,

   . All building administrators
   . Other appropriate administrators
   . Local advisory council members
   . State Supervisor, Home Economics Education Unit

Technical Assistance

For those local educational agencies choosing to review their local program and identifying a plan of action for implementing the program standards, technical assistance will be provided. Such support will depend on the local educational agency's established priorities, but may include such services as:

1. On-site Consultants - to assist school districts with their program plan and needs.

2. Curricula - developed to support the new home economics program model and reflect the technological and societal changes of the 80's.

3. Curriculum Support Products - such as micro-computer software guide and other student/teacher resource materials needed to implement the new program model and curriculum.

4. Technical Assistance Guide - program support materials such as: public information products, community surveys, advisory council utilization guide, statement of philosophy.

5. In-Service - workshops for teachers on utilization and management of products identified in 2, 3, and 4 above.

Conclusion

The American family is a continuing, but changing, social unit. The ultimate goal of the consumer home economics program is to improve the quality of life for families and their individual members - to strengthen the family as one of our basic institutions. It is the social and professional responsibility of each home economics educator to continuously re-examine their program as it relates to future issues, social trends, and technological developments. Lamenting change is useless, getting on with alleviating the pain and dislocation it may cause is the challenge for home economics teachers to work on now. Using the Michigan Consumer Home Economics Standards as a prototype for re-designing a local consumer home economics program is a means of addressing the challenge of change for meeting the living skills needed by students and adults for the 1980's and 90's.

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TABLE of CONTENTS

		Page
Preface		i
Purpose		iv
Program Components		iv
Procedure		v
Technical Assistance		vi
Advisory Council		vii
Ad Hoc Committee		viii
I	Philosophy	1
II	Population/Access	5
III	Instructional Program	9
IV	Advisory Council/ Community Involvement	21
V	Facilities/Equipment	29
VI	Student Services	35
VII	Finance	39
VIII	Administrative/Supervisory Personnel	45
IX	Instructional Staff	53
Appendixes		65
References		77

I

PHILOSOPHY

PHILOSOPHY IS DEFINED AS A WRITTEN STATEMENT OF FUNDAMENTAL BELIEFS WHICH REFLECT A VALUE SYSTEM, SERVES AS A FRAMEWORK FOR POLICIES AND PROCEDURES, AND IS THE BASIS FOR MAKING PROGRAM DECISIONS AND FOR ESTABLISHING PROGRAM GOALS.

THE PHILOSOPHY IS UTILIZED IN THE CONSUMER HOME ECONOMICS PROGRAM FOR:

A. DEVELOPING THE PROGRAM GOALS
B. PLANNING THE PROGRAM
C. DEVELOPING THE PROGRAM CONTENT
D. IMPLEMENTING THE PROGRAM
E. EVALUATING THE PROGRAM
F. REVISING THE PROGRAM

PHILOSOPHY

STANDARD: A. PHILOSOPHY - THE PHILOSOPHY IS DEVELOPED AND UTILIZED IN THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: A.1. CONTENT - THE PHILOSOPHY STATES THE RATIONALE FOR THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

Quality Indicators: The philosophy:	YES	NO	COMMENTS
A.1.1 supports the state philosophy and goals for the consumer home economics program.			
A.1.2 is consistent with other educational philosophies that affect the consumer home economics program.			
A.1.3 incorporates (reflects) the current legislative intent for consumer home economics education.			
A.1.4 reflects social, economic, cultural and technological needs of the society as well as the community.			
A.1.5 reflects the provision of "living skills" as the major focus of the consumer home economics program.			
A.1.6 supports an articulated program.*			

*additional information provided in appendix.

STANDARD: A. PHILOSOPHY - THE PHILOSOPHY IS DEVELOPED AND UTILIZED IN THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: A.2 DEVELOPMENT - THE PHILOSOPHY IS DEVELOPED BY THE CONSUMER HOME ECONOMICS EDUCATION STAFF.

QUALITY INDICATORS:	YES	NO	COMMENTS
THE PHILOSOPHY IS:			
A.2.1 DEVELOPED BY THE CONSUMER HOME ECONOMICS EDUCATION STAFF UTILIZING SUGGESTIONS FROM THE ADVISORY COUNCIL.			
A.2.2 REVIEWED EVERY THREE YEARS BY THE CONSUMER HOME ECONOMICS EDUCATION STAFF AND THE ADVISORY COUNCIL.			
A.2.3 REVISED OR UPDATED BY THE CONSUMER HOME ECONOMICS EDUCATION STAFF WHEN A NEED IS INDICATED BY THE RESULTS OF THE REVIEW, NEW LEGISLATION, RESEARCH RESULTS, OR WHEN OTHER SIGNIFICANT FACTORS IMPACTING THE ROLE OF CONSUMER HOME ECONOMICS SURFACE.			

STANDARD: A. PHILOSOPHY - THE PHILOSOPHY IS DEVELOPED AND UTILIZED IN THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: A.3. UTILIZATION - THE PHILOSOPHY IS APPLIED TO ALL FACETS OF THE CONSUMER HOME ECONOMICS PROGRAM.

QUALITY INDICATORS: THE PHILOSOPHY IS:	YES	NO.	COMMENTS
A.3.1 A STATEMENT IN PRINTED FORM AVAILABLE TO ALL INTERESTED PERSONS.			
A.3.2 SPECIFICALLY DISTRIBUTED TO CONSUMER HOME ECONOMICS STAFF, COUNSELORS, APPROPRIATE ADMINISTRATORS, GOVERNING BOARD MEMBERS AND ADVISORY COMMITTEE MEMBERS.			
A.3.3 UTILIZED IN THE CONSUMER HOME ECONOMICS PROGRAM FOR: A. DEVELOPING THE PROGRAM GOALS B. PLANNING THE PROGRAM C. DEVELOPING THE PROGRAM CONTENT D. IMPLEMENTING THE PROGRAM E. EVALUATING THE PROGRAM F. REVISING THE PROGRAM			
A.3.4 UTILIZED IN DEVELOPING, ADMINISTRATIVE/SUPERVISORY INSTRUCTIONAL AND PARA-PROFESSIONAL JOB DESCRIPTIONS.			

II

POPULATION/ACCESS

POPULATION/ACCESS IS DEFINED AS PERSONS WITH DIFFERING SEX, AGE, RACIAL/ETHNIC BACKGROUND, SOCIO-ECONOMIC STATUS, ACADEMIC DISADVANTAGE, ECONOMIC DISADVANTAGE, LIMITED ENGLISH PROFICIENCY, PHYSICAL AND MENTAL HANDICAPS, WHO WILL HAVE ACCESS TO THE CONSUMER HOME ECONOMICS PROGRAM AND SHALL NOT BE EXCLUDED FROM SUCH A PROGRAM BECAUSE OF ANY DISTINGUISHABLE PERSONAL CHARACTERISTICS.

POPULATION/ACCESS

STANDARD: B. POPULATION/ACCESS - THE POPULATION IS IDENTIFIED AND HAS ACCESS TO A CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: B.1 REPRESENTATION - ALL POPULATION TYPES ARE REPRESENTED IN THE CONSUMER HOME ECONOMICS PROGRAM.

QUALITY INDICATORS:	YES	NO.	COMMENTS
THE CONSUMER HOME ECONOMICS PROGRAM ENROLLS:			
B.1.1 STUDENTS FROM ALL POPULATION TYPES IN THE SAME PROPORTION THAT THEY ARE ENROLLED IN THE HIGH SCHOOL OR MIDDLE SCHOOL.			
A. MALES AND FEMALES			
B. RACES			
C. ETHNIC MINORITIES INCLUDING LIMITED ENGLISH PROFICIENT*			
D. HANDICAPPED INDIVIDUALS*			
E. DISADVANTAGED PERSONS*			
F. SINGLE PARENTS			
G. SCHOOL AGE PARENTS			

*ADDITIONAL INFORMATION IN THE APPENDIX

STANDARD: B. POPULATION/ACCESS - THE POPULATION IS IDENTIFIED AND HAS ACCESS TO A CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: B.2 ACCESSIBILITY - THE CONSUMER HOME ECONOMICS PROGRAM IS MADE AVAILABLE TO THE POPULATION IN A MANNER THAT DOES NOT EXCLUDE OR LIMIT OPPORTUNITIES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, OR HANDICAP.

QUALITY INDICATORS:	YES	NO	COMMENTS
B.2.1 THE CONSUMER HOME ECONOMICS FACILITIES:			
A. ARE BARRIER FREE			
B. HAVE ADAPTED/ALTERED EQUIPMENT AND SUPPLIES WHEN APPROPRIATE			
C. HAVE ADEQUATE SPACE			
D. HAVE AN ADEQUATE NUMBER OF STUDENT STATIONS			
B.2.2 THE CONSUMER HOME ECONOMICS PROGRAM:			
A. HAS DEVELOPED AND DISTRIBUTED COURSE DESCRIPTIONS			
B. HAS COURSE OFFERINGS AVAILABLE TO ALL POPULATION TYPES			
C. CONDUCTS STUDENT RECRUITMENT ACTIVITIES			
D. CURRICULUM IS ADAPTED FOR POPULATION TYPES WHEN APPROPRIATE			
E. HAS AN ADEQUATE NUMBER OF STAFF TO MEET STUDENT DEMAND FOR THE PROGRAM			
F. HAS ADEQUATE FINANCES TO SUPPORT THE NUMBER OF COURSES AND SECTIONS NEEDED TO SERVE THE NUMBER OF STUDENTS WHO WANT TO ENROLL.			

STANDARD: B. POPULATION/ACCESS - THE POPULATION IS IDENTIFIED AND HAS ACCESS TO A CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: B.2 ACCESSIBILITY - THE CONSUMER HOME ECONOMICS PROGRAM IS MADE AVAILABLE TO THE POPULATION IN A MANNER THAT DOES NOT EXCLUDE OR LIMIT OPPORTUNITIES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, OR HANDICAP.

QUALITY INDICATORS (CONTINUED):

B.2.3 THE PROGRAM HAS SUPPORT SERVICES AVAILABLE FOR THE TYPES OF POPULATIONS ENROLLED:

A. INFORMATION ABOUT THE PROGRAM IS PROVIDED TO ALL POPULATION TYPES BY THE COUNSELING STAFF

B. LANGUAGE SUPPORT SERVICES ARE PROVIDED FOR LIMITED ENGLISH PROFICIENT STUDENTS

C. READERS, NOTETAKERS, AND INTERPRETERS ARE PROVIDED FOR HEARING AND SIGHT IMPAIRED STUDENTS

D. AUXILIARY AIDS AND/OR SERVICES ARE PROVIDED FOR PHYSICALLY OR OTHERWISE HEALTH IMPAIRED STUDENTS

*ADDITIONAL INFORMATION PROVIDED IN THE APPENDIX

YES	NO	COMMENTS

III

INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM IS DEFINED AS CONSUMER HOME ECONOMICS COURSES ARTICULATED AT EACH EDUCATIONAL LEVEL FOR THE PURPOSE OF PREPARING MALES AND FEMALES FOR THE MULTIPLE ROLES OF HOMEMAKERS AND WAGE EARNERS, EMPHASIZING THE QUALITY, GROWTH AND STABILITY OF THE FAMILY UNIT THROUGH THE DEVELOPMENT OF EACH MEMBER AS A RESPONSIBLE, INDEPENDENT INDIVIDUAL AND AS A CONTRIBUTING PARTICIPANT OF SOCIETY.

INSTRUCTIONAL PROGRAM

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE, AND CURRICULUM.

CRITERION: C.1 OFFERINGS - THE INSTRUCTIONAL PROGRAM IS COMPOSED OF COMPREHENSIVE AND SPECIALTY CONTENT COURSES DESIGNED TO PREPARE STUDENTS WITH LIFE SKILLS FOR THE OCCUPATION OF HOMEMAKER AND/OR WAGE EARNER.

QUALITY INDICATORS:

THE INSTRUCTIONAL PROGRAM:

C.1.1 INCLUDES ARTICULATED COURSE OFFERINGS FROM THE MIDDLE/JUNIOR HIGH SCHOOL THROUGH THE HIGH SCHOOL GRADE LEVELS.

C.1.2 INCLUDES COURSES WHICH COVER FIVE MAJOR AREAS OF EMPHASIS IN THE HUMAN DEVELOPMENT MODEL:*

- A. LIVING SKILLS
- B. HUMAN RELATION SKILLS
- C. CONSUMER SKILLS
- D. CAREER EXPLORATION SKILLS
- E. LIFE MANAGEMENT SKILLS

C.1.3 IN THE MIDDLE/JUNIOR HIGH SCHOOL INCLUDES:

- A. A MINIMUM OF ONE LIFE SURVIVAL SKILLS (COMPREHENSIVE) COURSE OFFERED PER ACADEMIC SCHOOL YEAR, AND
- B. A MINIMUM OF THREE DIFFERENT SPECIALTY COURSES OFFERED EVERY THREE YEARS:
  1. SELF AWARENESS
  2. CAREER EXPLORATION
  3. NUTRITION AND FOODS
  4. CLOTHING AND TEXTILES

YES	NO	COMMENTS

*ADDITIONAL INFORMATION PROVIDED IN THE APPENDIX

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE, AND CURRICULUM.

CRITERION: C.1 OFFERINGS - THE INSTRUCTIONAL PROGRAM IS COMPOSED OF COMPREHENSIVE AND SPECIALTY CONTENT COURSES DESIGNED TO PREPARE STUDENTS WITH LIFE SKILLS FOR THE OCCUPATION OF HOMEMAKER AND/OR WAGE EARNER.

QUALITY INDICATORS (CONTINUED): THE INSTRUCTIONAL PROGRAM:	YES	NO.	COMMENTS
C.1.4 AT THE HIGH SCHOOL, CONSUMER HOME ECONOMICS INCLUDES A MINIMUM OF FIVE DIFFERENT SEMESTER COURSES: A. ESSENTIAL LIVING SKILLS B. PERSONAL LIVING OR C. FAMILY LIVING D. PARENTHOOD/CHILD DEVELOPMENT E. CONSUMER SKILLS F. LIFE MANAGEMENT SKILLS*			
C.1.5 INCLUDES CAREER EXPLORATION AS A COMPONENT OF EACH COURSE OR AS A SEPARATE COURSE OFFERING.			
C.1.6 MAY INCLUDE ANCILLARY COURSES WHICH PROVIDE SPECIALIZED SUPPORT TO THE TOTAL PROGRAM. THOSE COURSES MAY INCLUDE: NUTRITION/FOODS, CLOTHING/TEXTILES, HEALTH AND HOUSING/HOME FURNISHINGS.*			

*ADDITIONAL INFORMATION PROVIDED IN THE APPENDIX.

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE, AND CURRICULUM.

CRITERION: C.2 CLASS SIZE - THE INSTRUCTIONAL PROGRAM IS STRUCTURED TO INSURE THAT CLASS SIZE IS APPROPRIATE FOR EACH TEACHING/LEARNING SITUATION.

QUALITY INDICATORS:

THE INSTRUCTIONAL PROGRAM IS STRUCTURED TO INSURE THAT:

C.2.1 THE NUMBER OF STUDENTS IN EACH INSTRUCTIONAL SETTING DOES NOT EXCEED THE NUMBER FOR WHICH IT IS DESIGNED AND EQUIPPED.

C.2.2 THE NUMBER OF STUDENTS IN EACH OFFERING DOES NOT EXCEED THE NUMBER FOR WHICH INSTRUCTIONAL SUPPLIES AND MATERIALS ARE AVAILABLE.

C.2.3 THE NUMBER OF STUDENTS (INCLUDING MAINSTREAMED STUDENTS) IN EACH OFFERING DOES NOT EXCEED THE NUMBER THE TEACHER CAN EFFECTIVELY INSTRUCT USING APPROPRIATE ACTIVITIES AND SAFELY SUPERVISE.

YES	NO	COMMENTS

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE AND CURRICULUM.

CRITERION: C.3 CURRICULUM SOURCES - THE CURRICULAR PHASE OF THE INSTRUCTIONAL PROGRAM IS DEVELOPED UTILIZING VARIOUS SOURCES/RESOURCES.

QUALITY INDICATORS:	YES	NO	COMMENTS
THE CURRICULUM IS DEVELOPED UTILIZING:			
C.3.1 THE CONSUMER HOME ECONOMICS PHILOSOPHY AND HUMAN DEVELOPMENT MODEL; 1) LIVING SKILLS, 2) HUMAN RELATIONS SKILLS, 3) CONSUMER SKILLS, 4) CAREER EXPLORATION SKILLS AND 5) LIFE MANAGEMENT SKILLS.			
C.3.2 INFORMATION FROM SOCIAL TRENDS AND PREDICTIONS, TECHNOLOGICAL DEVELOPMENTS AND RESEARCH DATA.			
C.3.3 SUGGESTIONS FROM THE ADVISORY COUNCIL.			
C.3.4 DOCUMENTED INFORMATION ABOUT THE NEEDS, INTERESTS, SUGGESTIONS AND ABILITIES OF STUDENTS.			
C.3.5 DATA FROM EVALUATIONS OF STUDENT PROGRESS.			
C.3.6 FOLLOW-UP DATA FROM STUDENTS AND GRADUATES.			
C.3.7 DOCUMENTED INFORMATION GAINED THROUGH PARENT/ GUARDIAN CONTACTS.			
C.3.8 DOCUMENTED INFORMATION AND SUGGESTIONS FROM TEACHERS, COUNSELORS AND ADMINISTRATORS/SUPERVISORS.			
C.3.9 LOCAL, STATE AND NATIONAL CURRICULUM MATERIALS.			

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE AND CURRICULUM.

CRITERION: C.4 CURRICULUM - THE CURRICULAR PHASE OF THE INSTRUCTIONAL PROGRAM IS COMPETENCY BASED AND IS COMPRISED OF TASKS NEEDED TO PREPARE STUDENTS WITH LIFE SKILLS FOR THE OCCUPATION OF HOMEMAKER AND/OR WAGE EARNER.

QUALITY INDICATORS: THE CURRICULUM:	YES	NO	COMMENTS
C.4.1 IS DEVELOPED UTILIZING A COMPETENCY BASED EDUCATION SYSTEM SUCH AS: COURSE, UNIT, TASK, ACHIEVEMENT INDICATOR, CRITERION, APPROPRIATE INSTRUCTIONAL EQUIPMENT/RESOURCES AND INCLUDES A SYSTEM FOR RECORDING STUDENT ACHIEVEMENT.			
C.4.2 REFLECTS ARTICULATION OF CONSUMER HOME ECONOMICS INSTRUCTIONAL COURSES MIDDLE SCHOOL/JUNIOR HIGH THROUGH HIGH SCHOOL EDUCATIONAL LEVELS.			
C.4.3 INCLUDES EACH OF THE DOMAINS OF LEARNING: AFFECTIVE, COGNITIVE, AND PSYCHOMOTOR.			
C.4.4 IS BASED UPON THE FIVE MAJOR AREAS OF EMPHASIS; 1) LIVING SKILLS, 2) HUMAN RELATIONS SKILLS, 3) CONSUMER SKILLS, 4) CAREER EXPLORATION SKILLS AND 5) LIFE MANAGEMENT SKILLS.			
C.4.5 IS BASED ON CURRENT AND FUTURE SOCIETAL AND TECHNOLOGICAL CONCERNS RELATED TO LIFE SKILLS.			
C.4.6 INCLUDES THE FHA STUDENT ORGANIZATION AS A PART OF THE ARTICULATED PROGRAM.			

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE AND CURRICULUM.

CRITERION: C.4 CURRICULUM - THE CURRICULAR PHASE OF THE INSTRUCTIONAL PROGRAM IS COMPETENCY BASED AND IS COMPRISED OF TASKS NEEDED TO PREPARE STUDENTS WITH LIFE SKILLS FOR THE OCCUPATION OF HOMEMAKER AND/OR WAGE EARNER.

QUALITY INDICATORS (CONTINUED):	YES	NO	COMMENTS
THE CURRICULUM:			
C.4.7 INCLUDES THE APPLICATION OF TASKS TO CAREERS.			
C.4.8 INCLUDES EXTENDED LEARNING EXPERIENCES BEYOND THE CLASSROOM SETTING.			
C.4.9 IS RELEVANT FOR BOTH MALES AND FEMALES AND IS FREE OF SEX BIAS AND/OR SEX STEREOTYPING.			
C.4.10 IS MODIFIED FOR ALL POPULATION TYPES:			
A. HANDICAPPED			
B. LIMITED ENGLISH PROFICIENCY			
C. DISADVANTAGED			
D. VARIOUS CULTURES			
E. MINORITY GROUPS			
F. SCHOOL AGE PARENTS			
G. SINGLE PARENTS			

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE AND CURRICULUM.

CRITERION: C.5 CURRICULUM STRATEGIES AND RESOURCES - THE CURRICULAR PHASE OF THE INSTRUCTIONAL PROGRAM IS IMPLEMENTED THROUGH USE OF VARIOUS STRATEGIES AND RESOURCES.

QUALITY INDICATORS:

THE CURRICULUM:

C.5.1 IS IMPLEMENTED THROUGH A VARIETY OF TEACHING TECHNIQUES INCLUDING:

- A. REAL LIFE SITUATIONS
- B. SIMULATIONS
- C. ABSTRACT
- D. GROUP INSTRUCTION
- E. INDIVIDUALIZED INSTRUCTION

C.5.2 IS IMPLEMENTED THROUGH USE OF VARIOUS RESOURCES SUCH AS:

- A. COMMUNITY SERVICES AND/OR EXPERTS
- B. BUSINESS AND INDUSTRY
- C. PARENTS
- D. AUDIO-VISUAL MATERIALS
- E. MOST RECENT SUPPLIES AND EQUIPMENT INCLUDING HOME COMPUTERS AND MICRO-WAVE OVENS

C.5.3 INCLUDES STRATEGIES AND RESOURCES THAT ARE MODIFIED FOR SPECIAL POPULATION TYPES WHEN APPROPRIATE.

YES	NO	COMMENTS

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS EDUCATION PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE, AND CURRICULUM.

CRITERION: C.6 STUDENT ORGANIZATION - THE INSTRUCTIONAL PROGRAM INCLUDES THE STUDENT ORGANIZATION FHA AS A LEADERSHIP DEVELOPMENT OPPORTUNITY FOR STUDENTS.

QUALITY INDICATORS: THE FHA STUDENT ORGANIZATION:	YES	NO	COMMENTS
C.6.1 HAS BEEN ESTABLISHED.			
C.6.2 IS INCLUDED AS AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM.			
C.6.3 IS SUPERVISED BY LOCAL CONSUMER HOME ECONOMICS STAFF.			
C.6.4 HAS POLICIES AND GUIDELINES WHICH ARE IMPLEMENTED TO ASSURE EQUAL OPPORTUNITY FOR MEMBERSHIP AND PARTICIPATION TO ALL ELIGIBLE STUDENTS.			
C.6.5 REPRESENTS STUDENTS BY POPULATION TYPES IN PERCENTAGES PROPORTIONATE TO THE PERCENTAGES OF STUDENTS WHO ARE ELIGIBLE FOR MEMBERSHIP.			
C.6.6 HAS A CONSTITUTION AND BY-LAWS WHICH DESCRIBE THE SELECTION, ROLES, RESPONSIBILITIES AND TENURE OF OFFICERS AND COMMITTEE MEMBERS.			
C.6.7 HAS A PROGRAM OF ACTIVITIES WHICH HAS BEEN DISSEMINATED TO: A. ADMINISTRATORS B. PARENTS C. STUDENTS			

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS EDUCATION PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE, AND CURRICULUM.

CRITERION: C.6 STUDENT ORGANIZATION - THE INSTRUCTIONAL PROGRAM INCLUDES THE STUDENT ORGANIZATION FHA AS A LEADERSHIP DEVELOPMENT OPPORTUNITY FOR STUDENTS.

QUALITY INDICATORS (CONTINUED): THE MEMBERS OF THE FHA ORGANIZATION:	YES	NO	COMMENTS
C.6.8 CONDUCT MEETINGS AND ACTIVITIES.			
C.6.9 ARE PROVIDED SCHEDULED CLASS TIME IN WHICH TO PARTICIPATE IN ACTIVITIES.			
C.6.10 PARTICIPATE IN:			
A. LOCAL ACTIVITIES			
B. REGIONAL ACTIVITIES			
C. STATE ACTIVITIES			
D. NATIONAL ACTIVITIES			

STANDARD: C. INSTRUCTIONAL PROGRAM - THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL AND/OR STATE CONSUMER HOME ECONOMICS EDUCATION PHILOSOPHY THROUGH ITS OFFERINGS, STRUCTURE, AND CURRICULUM.

CRITERION: C.7 EVALUATION - THE INSTRUCTIONAL PROGRAM IS STRUCTURED TO INSURE THAT A CONTINUOUS EVALUATION PROCESS IS UTILIZED FOR PROGRAM DEVELOPMENT TO MEET THE NEEDS OF THE STUDENTS.

QUALITY INDICATORS:	YES	NO	COMMENTS
THE INSTRUCTIONAL PROGRAM IS:			
C.7.1 EVALUATED AT LEAST ONCE EVERY THREE YEARS.			
C.7.2 EVALUATED BY THE CONSUMER HOME ECONOMICS STAFF AND ADVISORY COUNCIL.			
C.7.3 EVALUATED UTILIZING LOCAL MODELS AND/OR PLANS FOR CONSUMER HOME ECONOMICS EDUCATION.			
C.7.4 EVALUATED UTILIZING THE STATE STANDARDS FOR CONSUMER HOME ECONOMICS EDUCATION PROGRAMS.			
C.7.5 EVALUATED BY THE CONSUMER HOME ECONOMICS STAFF UTILIZING SUGGESTIONS FROM STUDENTS.			
C.7.6 REVISED BASED ON THE RESULTS OF THE EVALUATION.			

IV

ADVISORY COUNCIL/COMMUNITY INVOLVEMENT

ADVISORY COUNCIL IS DEFINED AS AN ORGANIZED GROUP OF PERSONS WHO SERVE AS A VITAL COMMUNICATION LINK BETWEEN THE HOME, SCHOOL AND COMMUNITY. THE ADVISORY COUNCIL HAS DEFINED RESPONSIBILITIES AND PLAYS AN IMPORTANT ROLE IN THE EFFORTS OF LOCAL CONSUMER HOME ECONOMICS PROGRAMS TO IMPROVE QUALITY AND RELATED SERVICES. THE ADVISORY COUNCIL ASSISTS ADMINISTRATORS AND TEACHERS IN THE PLANNING, DEVELOPING AND REVIEWING OF THE CONSUMER HOME ECONOMICS PROGRAM.

ADVISORY COUNCIL/COMMUNITY INVOLVEMENT

STANDARD: D. ADVISORY COUNCIL/COMMUNITY INVOLVEMENT - AN ADVISORY COUNCIL IS ORGANIZED AND HAS RESPONSIBILITY FOR ADVISING AND ASSISTING SCHOOL PERSONNEL CONCERNED WITH THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: D.1. MEMBERSHIP - AN ADVISORY COUNCIL HAS MEMBERSHIP WHICH IS REPRESENTATIVE OF THE COMMUNITY.

QUALITY INDICATORS: AN ADVISORY COUNCIL:	YES	NO	COMMENTS
D.1.1. IS COMPRISED OF MEMBERS SELECTED OR RECOMMENDED BY THE CONSUMER HOME ECONOMICS STAFF AND SCHOOL ADMINISTRATORS.			
D.1.2 IS COMPRISED OF MEMBERS WHO ARE APPROVED TO SERVE BY THE VOCATIONAL AND/OR BUILDING ADMINISTRATOR.			
D.1.3 IS COMPRISED OF A MINIMUM OF FIVE MEMBERS, EXCLUDING HOME ECONOMICS STAFF.			
D.1.4 INCLUDES REPRESENTATIVES OF THE COMMUNITY, SUCH AS FORMER STUDENTS, PARENTS/GUARDIANS, BUSINESS/INDUSTRY PERSONS AND COMMUNITY AGENCIES.			
D.1.5 HAS APPROPRIATE REPRESENTATION AS FOUND WITHIN THE PROGRAM, SCHOOL OR COMMUNITY: A. MALES AND FEMALES B. RACES C. ETHNIC MINORITIES INCLUDING LIMITED ENGLISH PROFICIENT D. HANDICAPPED			
D.1.6 INCLUDES REPRESENTATIVES OF THE CONSUMER HOME ECONOMICS STAFF AS EX-OFFICIO MEMBERS.			

STANDARD: D. ADVISORY COUNCIL/COMMUNITY INVOLVEMENT - AN ADVISORY COUNCIL IS ORGANIZED AND HAS RESPONSIBILITY FOR ADVISING AND ASSISTING SCHOOL PERSONNEL CONCERNED WITH THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: D.1 MEMBERSHIP - AN ADVISORY COUNCIL HAS MEMBERSHIP WHICH IS REPRESENTATIVE OF THE COMMUNITY.

QUALITY INDICATORS CONTINUED:

AN ADVISORY COUNCIL:

D.1.7 MEMBERSHIP APPOINTMENT MAY BE MADE FOR ONE YEAR SUBJECT TO RE-APPOINTMENT OR FOR TWO OR THREE YEARS IN STAGGERED TERMS.

D.1.8 HAS A ROSTER OF ITS MEMBERS AND IS IN PRINTED FORM AND AVAILABLE TO ALL INTERESTED PERSONS.

YES	NO	COMMENTS

STANDARD: D. ADVISORY COUNCIL/COMMUNITY INVOLVEMENT - AN ADVISORY COUNCIL IS ORGANIZED AND HAS RESPONSIBILITY FOR ADVISING AND ASSISTING SCHOOL PERSONNEL CONCERNED WITH THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: D.2. MEETINGS - AN ADVISORY COUNCIL OPERATES WITHIN A PLANNED PROGRAM OF WORK.

QUALITY INDICATORS:

AN ADVISORY COUNCIL:

		YES	NO	COMMENTS
D.2.1	MEETS AT LEAST TWICE EACH YEAR.			
D.2.2	OPERATES WITHIN THE FRAMEWORK OF WRITTEN POLICIES OR BY-LAWS.			
D.2.3	ELECTS A CHAIRPERSON AND A SECRETARY.			
D.2.4	FOLLOWS A PLANNED AGENDA WHICH IS DISTRIBUTED TO MEMBERS PRIOR TO EACH MEETING.			
D.2.5	REPRESENTATIVE(S) WORKS WITH THE CONSUMER HOME ECONOMICS STAFF IN DEVELOPING THE AGENDA FOR EACH MEETING.			
D.2.6	MAINTAINS MINUTES OF EACH MEETING WHICH ARE DISTRIBUTED TO MEMBERS PRIOR TO THE NEXT MEETING.			
D.2.7	MAINTAINS AN OPEN FILE OF MINUTES AND OTHER DOCUMENTS IN THE CONSUMER HOME ECONOMICS EDUCATION DEPARTMENT.			

STANDARD: D. ADVISORY COUNCIL/COMMUNITY INVOLVEMENT - AN ADVISORY COUNCIL IS ORGANIZED AND HAS RESPONSIBILITY FOR ADVISING AND ASSISTING SCHOOL PERSONNEL CONCERNED WITH THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: D.3. ROLES/RESPONSIBILITIES - AN ADVISORY COUNCIL HAS ESTABLISHED ROLES AND RESPONSIBILITIES FOR ADVISING AND ASSISTING THE CONSUMER HOME ECONOMICS EDUCATION STAFF REGARDING THE PROGRAM.

QUALITY INDICATORS: AN ADVISORY COUNCIL:	YES	NO	COMMENTS
D.3.1 MAKES RECOMMENDATIONS TO THE CONSUMER HOME ECONOMICS STAFF CONCERNING NEEDS WITHIN THE COMMUNITY.			
D.3.2 MAKES RECOMMENDATIONS TO THE CONSUMER HOME ECONOMICS STAFF CONCERNING PRESENT OFFERINGS.			
D.3.3 MAKES RECOMMENDATIONS TO THE CONSUMER HOME ECONOMICS STAFF CONCERNING NEW INSTRUCTIONAL PROGRAMS, NEW OFFERINGS AND LONG RANGE PLANNING.			
D.3.4 MAKES RECOMMENDATIONS TO THE CONSUMER HOME ECONOMICS STAFF AND ADMINISTRATION CONCERNING BUDGETARY MATTERS.			
D.3.5 MAKES RECOMMENDATIONS TO THE CONSUMER HOME ECONOMICS STAFF CONCERNING DESIGN, USE AND UP-DATING OF FACILITIES.			
D.3.6 MAKES RECOMMENDATIONS TO THE CONSUMER HOME ECONOMICS STAFF CONCERNING THE SELECTION, MAINTENANCE AND REPLACEMENT OF EQUIPMENT.			
D.3.7 EVALUATES NEW COURSES AT THE END OF THE FIRST YEAR AND EACH ON-GOING COURSE EVERY THREE YEARS.			

STANDARD: D. ADVISORY COUNCIL/COMMUNITY INVOLVEMENT - AN ADVISORY COUNCIL IS ORGANIZED AND HAS RESPONSIBILITY FOR ADVISING AND ASSISTING SCHOOL PERSONNEL CONCERNED WITH THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: D.4 PUBLIC RELATIONS - AN ADVISORY COUNCIL HAS RESPONSIBILITY FOR ACTIVELY SUPPORTING THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM THROUGH PUBLIC RELATIONS EFFORTS.

QUALITY INDICATORS:

AN ADVISORY COUNCIL:

D.4.1 TAKES AN ACTIVE ROLE IN INTERPRETING AND PROMOTING THE CONSUMER HOME ECONOMICS PROGRAM TO PERSONS WITHIN THE COMMUNITY AND THE LEGISLATURE.

D.4.2 TAKES AN ACTIVE ROLE IN INTERPRETING AND PROMOTING THE CONSUMER HOME ECONOMICS PROGRAM TO OTHER LOCAL ORGANIZATIONS (PTA, JAYCEES, CHURCH.)

D.4.3 ACTIVELY SUPPORTS AND PROMOTES THE CONSUMER HOME ECONOMICS PROGRAM WITH THE SCHOOL BOARD AND ADMINISTRATORS WHEN APPROPRIATE.

YES	NO	COMMENTS

(26)

STANDARD: D. ADVISORY COUNCIL/COMMUNITY INVOLVEMENT - AN ADVISORY COUNCIL IS ORGANIZED AND HAS RESPONSIBILITY FOR ADVISING AND ASSISTING SCHOOL PERSONNEL CONCERNED WITH THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

CRITERION: D.5 COMMUNITY RESOURCES - COMMUNITY REPRESENTATIVES AND RESOURCES ARE IDENTIFIED AND EFFECTIVELY UTILIZED BY THE CONSUMER HOME ECONOMICS EDUCATION STAFF.

QUALITY INDICATORS:

THE CONSUMER HOME ECONOMICS STAFF:

D.5.1 MAINTAINS A CURRENT AND COMPREHENSIVE LIST OF COMMUNITY RESOURCES, SUCH AS: PROFESSIONAL AND SERVICE ORGANIZATIONS, BUSINESS AND INDUSTRY AND SOCIAL AGENCIES.

D.5.2 PROVIDES ORGANIZED OPPORTUNITIES FOR PARENTS AND COMMUNITY MEMBERS TO VISIT, OBSERVE, AND/OR PARTICIPATE IN THE CONSUMER HOME ECONOMICS PROGRAM.

D.5.3 UTILIZES PROMOTIONAL MATERIALS WITH THE COMMUNITY, SUCH AS: BROCHURES, SLIDE/TAPE, RADIO AND TV SPOTS, NEWSPAPER ARTICLES, BILLBOARDS AND/OR EXHIBITS.

D.5.4 UTILIZES COMMUNITY RESOURCES IN THE DELIVERY OF THE PROGRAM THROUGH: FIELD TRIPS, COMMUNITY SERVICE PROJECTS, SPEAKERS, COMMUNITY AGENCIES AND CLASSROOM AIDS.

YES	NO	COMMENTS

V

FACILITIES/EQUIPMENT

FACILITIES/EQUIPMENT IS DEFINED AS THE PHYSICAL ENVIRONMENT AND THE EQUIPMENT, TOOLS AND MATERIALS NEEDED TO CONDUCT THE CONSUMER HOME ECONOMICS PROGRAM.

FACILITIES AND EQUIPMENT

STANDARD: E. FACILITIES AND EQUIPMENT - THE CONSUMER HOME ECONOMICS PROGRAM PROVIDES ADEQUATE AND APPROPRIATE FACILITIES, SPACE, EQUIPMENT, TOOLS, SUPPLIES AND MATERIALS.

CRITERION: E.1. PHYSICAL FEATURES - THE PHYSICAL FEATURES OF THE FACILITIES ARE DESIGNED TO PROVIDE A POSITIVE IMAGE OF THE CONSUMER HOME ECONOMICS PROGRAM.

QUALITY INDICATORS:	YES	NO	COMMENTS
E.1.1 FACILITIES ARE LOGICALLY ARRANGED AND MAINTAINED WITH CONSIDERATION GIVEN TO EFFECTIVE TEACHING, SAFETY, AND CLASS MANAGEMENT.			
E.1.2 PROVISIONS ARE MADE FOR SOUND AND LIGHT CONTROL TO ALLOW FOR EFFECTIVE USE OF MULTI-MEDIA.			
E.1.3 FACILITIES INCLUDE ADEQUATE PROVISIONS FOR EXHAUST AND VENTILATION, ACOUSTICS AND ILLUMINATION.			
E.1.4 ADEQUATE SPACE IS PROVIDED FOR TEACHER WORK CENTERS.			
E.1.5 A TELEPHONE IS ACCESSIBLE TO THE TEACHERS.			
E.1.6 THE APPEARANCE AND ARRANGEMENT OF THE ROOMS REFLECT THE PHILOSOPHY AND CONTENT OF THE PROGRAM.			
E.1.7 THE FACILITIES REFLECT AN ATTRACTIVE ATMOSPHERE WHICH ELIMINATES SEX BIAS.			
E.1.8 THE SIZE OF THE CLASSROOM IS IN RELATIONSHIP TO THE ENROLLMENT OR SCOPE OF THE PROGRAM.			
E.1.9 THE HOME ECONOMICS DEPARTMENT IS CONVENIENTLY LOCATED FOR EASE OF USE BY THOSE SERVED.			
E.1.10 THE FACILITY IS ACCESSIBLE TO HANDICAPPED STUDENTS.			

STANDARD: E. FACILITIES AND EQUIPMENT - THE CONSUMER HOME ECONOMICS PROGRAM PROVIDES ADEQUATE AND APPROPRIATE FACILITIES, SPACE, EQUIPMENT, TOOLS, SUPPLIES AND MATERIALS.

CRITERION: E.2 SAFETY - THE FACILITIES AND EQUIPMENT MEET SAFETY STANDARDS.

ACHIEVEMENT INDICATORS:	YES	NO	COMMENTS
E.2.1 FACILITIES AND EQUIPMENT MEET EXISTING LOCAL, STATE, AND/OR FEDERAL HEALTH AND SAFETY STANDARDS.			
E.2.2 FACILITIES ACCOMMODATE EFFICIENT MOVEMENT BY TEACHERS AND STUDENTS TO PROVIDE FOR MAXIMUM SAFETY.			
E.2.3 CLEANLINESS AND SANITATION ARE EVIDENT THROUGHOUT THE DEPARTMENT.			
E.2.4 PROVISIONS ARE MADE FOR CARE AND MAINTENANCE OF FACILITIES.			
E.2.5 STUDENTS AND TEACHERS KNOW HOW TO USE FIRE EXTINGUISHERS AND OTHER APPROPRIATE SAFETY EQUIPMENT.			
E.2.6 ADEQUATE SAFETY EQUIPMENT AND SUPPLIES ARE PROVIDED FOR EACH STUDENT.			
E.2.7 RULES AND PROCEDURES FOR SAFETY ARE AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM.			
E.2.8 THERE IS SUFFICIENT EQUIPMENT IN SAFE WORKING CONDITION AVAILABLE FOR ALL STUDENTS IN THE PROGRAM.			
E.2.9 MAINTENANCE, REPAIR AND REPLACEMENT OF EQUIPMENT IS ONGOING.			
E.2.10 SPECIALLY DESIGNED OR MODIFIED EQUIPMENT IS PROVIDED FOR SPECIAL POPULATION TYPES WHEN APPROPRIATE.			

STANDARD: E. <u>FACILITIES AND EQUIPMENT</u> - THE CONSUMER HOME ECONOMICS PROGRAM PROVIDES ADEQUATE AND APPROPRIATE FACILITIES, SPACE, EQUIPMENT, TOOLS, SUPPLIES AND MATERIALS.

CRITERION: E.3 <u>SPACE</u> - ADEQUATE SPACE IS PROVIDED FOR FACILITIES AND EQUIPMENT TO MEET THE INSTRUCTIONAL NEEDS OF STUDENTS.

<u>QUALITY INDICATORS:</u>

E.3.1 THERE IS ADEQUATE SPACE IN THE CLASSROOM AND LABORATORY TO MEET THE INSTRUCTIONAL NEEDS OF STUDENTS.

E.3.2 SPECIFIC STORAGE SPACE IS PROVIDED FOR EQUIPMENT, INSTRUCTIONAL MATERIALS AND SUPPLIES.

E.3.3 DISPLAY SPACE FOR STUDENT PROJECTS INSIDE AND/OR OUTSIDE THE DEPARTMENT IS AVAILABLE AND USED.

YES	NO	COMMENTS

STANDARD: E. FACILITIES AND EQUIPMENT - THE CONSUMER HOME ECONOMICS PROGRAM PROVIDES ADEQUATE AND APPROPRIATE FACILITIES, SPACE, EQUIPMENT, TOOLS, SUPPLIES AND MATERIALS.

CRITERION: E.4 INSTRUCTIONAL MATERIALS - ADEQUATE INSTRUCTIONAL SUPPLIES AND MATERIALS ARE PROVIDED TO APPROPRIATELY ACCOMMODATE THE INSTRUCTIONAL NEEDS OF STUDENTS.

QUALITY INDICATORS:	YES	NO	COMMENTS
E.4.1 EQUIPMENT AND SUPPLIES IN THE DEPARTMENT ARE ADEQUATE TO MEET THE SPECIFIC TASKS IDENTIFIED FOR ALL COURSE OFFERINGS.			
E.4.2 EQUIPMENT AND SUPPLIES IN THE DEPARTMENT ARE SELECTED TO ILLUSTRATE A VARIETY OF COSTS, LIFE STYLES, AND CURRENT TECHNOLOGY.			
E.4.3 APPROPRIATE INSTRUCTIONAL MATERIALS ARE MAINTAINED IN SUCH A MANNER THAT THEY ARE READILY AVAILABLE TO STUDENTS AND TEACHERS.			
E.4.4 INSTRUCTIONAL MATERIALS ARE ADEQUATE TO MEET THE VARYING ABILITIES OF STUDENTS.			
E.4.5 INSTRUCTIONAL MATERIALS ARE AVAILABLE FOR A VARIETY OF LEARNING EXPERIENCES SUCH AS: DEMONSTRATIONS, SIMULATIONS, SKILL DEVELOPMENT AND GROUP WORK WITHIN THE CLASS.			
E.4.6 THE TEACHER USES CURRENT SUPPLEMENTAL MATERIALS AND RESOURCES.			
E.4.7 THE TEACHER USES RECENT TEXTBOOKS.			
E.4.8 THERE IS AN ONGOING REVIEW OF INSTRUCTIONAL MATERIALS TO INSURE FREEDOM FROM SEX DISCRIMINATION AND SEX BIAS.			

STANDARD: E. FACILITIES AND EQUIPMENT - THE CONSUMER HOME ECONOMICS PROGRAM PROVIDES ADEQUATE AND APPROPRIATE FACILITIES, SPACE, EQUIPMENT, TOOLS, SUPPLIES AND MATERIALS.

CRITERION: E.4 INSTRUCTIONAL MATERIALS - ADEQUATE INSTRUCTIONAL SUPPLIES AND MATERIALS ARE PROVIDED TO APPROPRIATELY ACCOMMODATE THE INSTRUCTIONAL NEEDS OF STUDENTS.

QUALITY INDICATORS (CONTINUED):

E.4.9 A COMPREHENSIVE COLLECTION OF CAREER INFORMATION THAT IS FREE OF SEX BIAS IS READILY AVAILABLE.

E.4.10 THERE IS EVIDENCE OF VARYING CULTURAL BACKGROUNDS IN THE INTRUCTIONAL MATERIALS.

E.4.11 AUDIO-VISUAL RESOURCES ARE UP TO DATE, RELEVANT AND READILY AVAILABLE.

YES	NO	COMMENTS

VI

STUDENT SERVICES

STUDENT SERVICES IS DEFINED AS THOSE SUPPLEMENTAL SERVICES PROVIDED STUDENTS TO MAXIMIZE THEIR OPPORTUNITIES AND/OR SUCCESS IN A CONSUMER HOME ECONOMICS PROGRAM.

STUDENT SERVICES

STANDARD: F. STUDENT SERVICES - THE CONSUMER HOME ECONOMICS PROGRAM HAS SUPPORT SERVICES PROVIDED BY THE LOCAL EDUCATION AGENCY NECESSARY TO MAXIMIZE OPPORTUNITIES FOR ALL POPULATION TYPES TO SUCCEED.

CRITERION: F.1. AVAILABILITY - GUIDANCE PERSONNEL ARE AVAILABLE TO ASSIST STUDENTS IN SELECTING AND CONTINUING TO PARTICIPATE IN CONSUMER HOME ECONOMICS COURSES.

QUALITY INDICATORS:	YES	NO	COMMENTS
GUIDANCE PERSONNEL:			
F.1.1 ARE ASSIGNED THE RESPONSIBILITY OF PROVIDING ALL STUDENTS WITH INFORMATION AND COURSE DESCRIPTIONS FOR THE COURSES PROVIDED IN THE CONSUMER HOME ECONOMICS PROGRAM.			
F.1.2 PROVIDE STUDENTS WITH THE INFORMATION AND ASSISTANCE NEEDED TO MAKE INFORMED CONSUMER HOME ECONOMICS COURSE AND/OR OCCUPATIONAL CHOICES USING THE MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS) OR A SIMILAR SYSTEM.			
F.1.3 ASSIST STUDENTS WHO ENTER BUT DO NOT COMPLETE CONSUMER HOME ECONOMICS COURSES BY:			
A. PROVIDING ADDITIONAL GUIDANCE			
B. SUGGESTING SUBSTITUTE COURSES			
C. CONSULTING WITH INSTRUCTIONAL STAFF			
F.1.4 PROVIDE STUDENTS WITH AN ORGANIZED MEANS TO:			
A. VISIT CONSUMER HOME ECONOMICS COURSES			
B. TALK WITH CONSUMER HOME ECONOMICS STAFF			
C. OBSERVE AN AUDIO-VISUAL PRESENTATION			
D. OBTAIN PRINTED INFORMATION, SUCH AS BROCHURES			

STANDARD: F. STUDENT SERVICES - THE CONSUMER HOME ECONOMICS PROGRAM HAS SUPPORT SERVICES PROVIDED BY THE LOCAL EDUCATION AGENCY NECESSARY TO MAXIMIZE OPPORTUNITIES FOR ALL POPULATION TYPES TO SUCCEED.

CRITERION: F.2 SPECIAL POPULATIONS - A VARIETY OF SUPPORT SERVICES ARE PROVIDED FOR SPECIAL POPULATION STUDENTS.

QUALITY INDICATORS:	YES	NO	COMMENTS
THE CONSUMER HOME ECONOMICS PROGRAM HAS:			
F.2.1 THE NECESSARY SUPPORT SERVICES AND/OR ASSISTANCE REQUIRED BY SPECIAL POPULATION STUDENTS (IN ORDER FOR THEM TO SUCCEED IN REGULAR VOCATIONAL PROGRAMS) HAVE BEEN PROVIDED SUCH AS:			
A. PROFESSIONALS			
B. PARAPROFESSIONALS			
C. GUIDANCE PERSONNEL AND/OR INTERPRETERS FOR LIMITED ENGLISH PROFICIENCY STUDENTS			
D. GUIDANCE PERSONNEL AND/OR INTERPRETERS FOR HEARING IMPAIRED STUDENTS			
E. AUXILIARY AIDS			
F. MODIFIED EQUIPMENT/LEARNING STATIONS			
G. MODIFIED INSTRUCTIONAL MATERIALS			
H. MODIFIED COURSE PRESENTATION			
I. REMEDIAL READING/MATHEMATICS			
F.2.2 SERVICES FOR HANDICAPPED STUDENTS (THAT ARE COORDINATED BETWEEN SPECIAL EDUCATION, VOCATIONAL EDUCATION, AND CONSUMER HOME ECONOMICS STAFF) HAVE BEEN PROVIDED, SUCH AS:			
A. JOINT CONSULTATION SESSIONS BY PROFESSIONAL STAFF			

STANDARD: F. STUDENT SERVICES - THE CONSUMER HOME ECONOMICS PROGRAM HAS SUPPORT SERVICES PROVIDED BY THE LOCAL EDUCATION AGENCY NECESSARY TO MAXIMIZE OPPORTUNITIES FOR ALL POPULATION TYPES TO SUCCEED.

CRITERION: F.2 SPECIAL POPULATIONS - A VARIETY OF SUPPORT SERVICES ARE PROVIDED FOR SPECIAL POPULATION STUDENTS.

QUALITY INDICATORS (CONTINUED):	YES	NO	COMMENTS
THE CONSUMER HOME ECONOMICS PROGRAM HAS:			
F.2.2 (CONTINUED)			
B. RELATED READING AND MATHEMATICS			
C. PERSONAL COUNSELING			
D. VOCABULARY ASSISTANCE			
E. RELATES REMEDIAL MATHEMATICS AND READING PROGRAMS TO THE CONSUMER HOME ECONOMICS PROGRAM			
THE CONSUMER HOME ECONOMICS STAFF HAS:			
F.2.3 EVIDENCE THAT HANDICAPPED STUDENTS ARE SERVED BY AN INDIVIDUALIZED PLANNING COMMITTEE PROCESS PRIOR TO ENROLLMENT IN THE CONSUMER HOME ECONOMICS PROGRAM.			
F.2.4 THE NAME(S) OF A VOCATIONAL EDUCATION ADMINISTRATOR(S) AND/OR STAFF MEMBER(S) ON THE LIST OF AUTHORIZED PERSONS TO ACCESS CONFIDENTIAL SPECIAL EDUCATION STUDENT RECORDS.			

VII

FINANCE

FINANCE IS DEFINED AS MONIES PROVIDED BY LOCAL, STATE, AND/OR FEDERAL SOURCES FOR CONDUCTING THE CONSUMER HOME ECONOMICS PROGRAM.

FINANCE

STANDARD: G. FINANCE - FUNDS ARE PROVIDED TO REFLECT THE PHILOSOPHY OF THE LOCAL CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: G.1. RESOURCES - FUNDS ARE PROVIDED FOR RESOURCES WHICH CONTRIBUTE TO INSTRUCTION.

QUALITY INDICATORS: FUNDS ARE:	YES	NO	COMMENTS
G.1.1 PROVIDED FOR BUILDING AND MAINTAINING CLASSROOMS TO ACCOMMODATE THE NUMBER OF STUDENTS ASSIGNED TO EACH OFFERING.			
G.1.2 PROVIDED FOR BUILDING AND MAINTAINING LABORATORIES TO ACCOMMODATE THE NUMBER OF STUDENTS ASSIGNED TO EACH OFFERING.			
G.1.3 PROVIDED FOR BUILDING AND MAINTAINING ALL FACILITIES TO INSURE SAFETY AND HEALTH.			
G.1.4 PROVIDED FOR BUILDING AND MAINTAINING FACILITIES WHICH WILL BE ACCESSIBLE TO ALL PERSONS.			
G.1.5 PROVIDED FOR INSTRUCTIONAL MATERIALS AND GENERAL SUPPLIES, WHICH CONTRIBUTE TO THE TEACHING/LEARNING SITUATION.			
G.1.6 PROVIDED FOR CONSUMABLE MATERIALS AND SUPPLIES TO ACCOMPLISH COURSE OBJECTIVES.			
G.1.7 PROVIDED FOR THE PURCHASE AND MAINTENANCE OF EQUIPMENT WHICH CONTRIBUTES TO THE TEACHING/LEARNING SITUATION.			

STANDARD: G. FINANCE - FUNDS ARE PROVIDED TO REFLECT THE PHILOSOPHY OF THE LOCAL CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: G.1. RESOURCES - FUNDS ARE PROVIDED FOR RESOURCES WHICH CONTRIBUTE TO INSTRUCTION.

QUALITY INDICATORS (CONTINUED):

FUNDS ARE:

G.1.8 PROVIDED FOR CONDUCTING EVALUATION OF THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

G.1.9 PROVIDED FOR EMPLOYMENT OF TEACHER AIDES/PARAPROFESSIONALS TO ASSIST IN COURSES HAVING DISPROPORTIONATE NUMBERS OF STUDENTS.

G.1.10 PROVIDED FOR CONDUCTING NEEDS ASSESSMENTS FOR THE DEVELOPMENT OR RE-DESIGNING OF COURSES AND/OR INSTRUCTIONAL PROGRAM.

G.1.11 PROVIDED FOR DEVELOPING/REVISING COURSES, CURRICULA AND INSTRUCTIONAL MATERIALS.

YES	NO	COMMENTS

STANDARD: G. FINANCE - FUNDS ARE PROVIDED TO REFLECT THE PHILOSOPHY OF THE LOCAL CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: G.2. PROFESSIONAL SALARIES - FUNDS ARE PROVIDED FOR CONSUMER HOME ECONOMICS STAFF SALARIES.

QUALITY INDICATORS:

FUNDS ARE:

G.2.1 PROVIDED FOR THE NUMBER OF CONSUMER HOME ECONOMICS STAFF MEMBERS NECESSARY TO CONDUCT AND ADMINISTER/SUPERVISE THE CONSUMER HOME ECONOMICS PROGRAM.

G.2.2 PROVIDED FOR SALARIES OF CONSUMER HOME ECONOMICS STAFF MEMBERS WHO ARE ON EXTENDED EMPLOYMENT BEYOND THE REGULAR SCHOOL HOURS AND/OR BEYOND THE ACADEMIC YEAR.

G.2.3 PROVIDED IN THE FORM OF ADDITIONAL SALARY, COMPENSATORY TIME, OR RELEASED TIME WITH PAY FOR CONSUMER HOME ECONOMICS STAFF PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES.

G.2.4 PROVIDED FOR SALARIES OF SUBSTITUTE INSTRUCTIONAL PERSONNEL FOR INSTRUCTIONAL STAFF MEMBERS WHO PARTICIPATE IN AUTHORIZED PROFESSIONAL DEVELOPMENT.

YES	NO	COMMENTS

STANDARD: G. FINANCE - FUNDS ARE PROVIDED TO REFLECT THE PHILOSOPHY OF THE LOCAL CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: G.3. PROFESSIONAL TRAVEL - FUNDS ARE PROVIDED FOR REIMBURSEMENT FOR CONSUMER HOME ECONOMICS STAFF TRAVEL, INCLUDING TRANSPORTATION AND PER DIEM EXPENSES, ACCORDING TO LOCAL AND STATE GUIDELINES.

QUALITY INDICATORS:

FUNDS ARE:

		YES	NO	COMMENTS
G.3.1	PROVIDED FOR AUTHORIZED TRAVEL FOR INSTRUCTIONAL STAFF TO MEET TASKS OF SPECIFIC OFFERINGS, SUCH AS SUPERVISING STUDENTS WHO ARE COMPLETING FIELD EXPERIENCES.			
G.3.2	PROVIDED FOR AUTHORIZED TRAVEL FOR CONSUMER HOME ECONOMICS STAFF TO SUPERVISE ACTIVITIES OF FHA MEMBERS.			
G.3.3	PROVIDED FOR AUTHORIZED TRAVEL FOR CONSUMER HOME ECONOMICS STAFF TO PARTICIPATE IN LOCAL AND STATE IN-SERVICE ACTIVITIES.			
G.3.4	PROVIDED FOR AUTHORIZED TRAVEL FOR ADMINISTRATIVE/ SUPERVISORY STAFF TO ASSIST AND SUPERVISE INSTRUCTIONAL STAFF.			

STANDARD: G. FINANCE - FUNDS ARE PROVIDED TO REFLECT THE PHILOSOPHY OF THE LOCAL CONSUMER HOME ECONOMICS PROGRAM.

CRITERION: G.4. STUDENT TRANSPORTATION - FUNDS ARE PROVIDED FOR TRANSPORTATION OF STUDENTS TO ACTIVITIES WHICH CONTRIBUTE TO INSTRUCTION.

QUALITY INDICATORS:	YES	NO	COMMENTS
FUNDS ARE:			
G.4.1 PROVIDED FOR TRANSPORTATION OF STUDENTS ON FIELD TRIPS WHICH CONTRIBUTE TO THE TEACHING/LEARNING SITUATION.			
G.4.2 PROVIDED FOR TRANSPORTATION OF STUDENTS FROM THE SCHOOL TO ACTIVITIES OF FHA MEMBERS.			

VIII

ADMINISTRATIVE/SUPERVISORY PERSONNEL

THE ADMINISTRATIVE/SUPERVISORY STAFF IS DEFINED AS THE PERSONNEL AT THE LOCAL LEVEL WHOSE PRIMARY RESPONSIBILITIES ARE ADMINISTERING AND/OR SUPERVISING PROGRAMS, SERVICES, AND ACTIVITIES OF THE CONSUMER HOME ECONOMICS PROGRAM AND PROVIDING LEADERSHIP TO THE INSTRUCTIONAL STAFF. SUCH PERSONNEL COULD INCLUDE THE CONSUMER HOME ECONOMICS DEPARTMENT CHAIRPERSON, CONSUMER HOME ECONOMICS CITY SUPERVISOR, DIRECTOR OF VOCATIONAL EDUCATION, CEPD VOCATIONAL-TECHNICAL SPECIALIST, OR BUILDING PRINCIPAL.

ADMINISTRATIVE/SUPERVISORY PERSONNEL

STANDARD: H. ADMINISTRATIVE/SUPERVISORY PERSONNEL - THE ADMINISTRATIVE/SUPERVISORY STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO ADMINISTER THE PROGRAM, HAS A RESPONSIBILITY FOR MANAGING THE PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: H.1. EDUCATION/EXPERIENCE - THE ADMINISTRATIVE/SUPERVISORY STAFF HAS THE EDUCATIONAL PREPARATION (PRE-SERVICE AND/OR IN-SERVICE) AND/OR EXPERIENCE NECESSARY TO ADMINISTER THE PROGRAM.

QUALITY INDICATORS: THE ADMINISTRATIVE/SUPERVISORY STAFF:	YES	NO	COMMENTS
H.1.1 HAS EDUCATIONAL PREPARATION TO DIRECT PROGRAM PLANNING, DEVELOPMENT AND PROGRAM EVALUATION.			
H.1.2 HAS EDUCATIONAL PREPARATION IN THE PHILOSOPHY OF VOCATIONAL EDUCATION, INCLUDING CONSUMER HOME ECONOMICS EDUCATION.			
H.1.3 HAS EDUCATIONAL PREPARATION OR EXPERIENCE IN DIRECTING INSTRUCTIONAL PROGRAMS FOR ALL POPULATION TYPES.			
H.1.4 HAS EDUCATIONAL PREPARATION OR EXPERIENCE TO DIRECT THE DESIGN AND IMPLEMENTATION OF INSTRUCTIONAL PROGRAMS WHICH ELIMINATE SEX BIAS AND SEX STEREOTYPING.			
H.1.5 HAS EDUCATIONAL PREPARATION OR EXPERIENCE IN DIRECTING THE FORMATION AND UTILIZATION OF ADVISORY COUNCILS.			
H.1.6 HAS EDUCATIONAL PREPARATION OR EXPERIENCE IN PLANNING, DEVELOPING, IMPLEMENTING AND EVALUATING CURRICULUM.			
H.1.7 HAS EDUCATIONAL PREPARATION OR EXPERIENCE IN SUPERVISION OF PERSONNEL.			

STANDARD: H. ADMINISTRATIVE/SUPERVISORY PERSONNEL - THE ADMINISTRATIVE/SUPERVISORY STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO ADMINISTER THE PROGRAM, HAS RESPONSIBILITY FOR MANAGING THE PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: H.2. MANAGEMENT - THE ADMINISTRATIVE/SUPERVISORY STAFF MANAGES THE CONSUMER HOME ECONOMICS PROGRAM.

QUALITY INDICATORS: THE ADMINISTRATIVE/SUPERVISORY PERSONNEL:	YES	NO	COMMENTS
H.2.1 COORDINATES THE ORGANIZATION AND UTILIZATION OF AN ADVISORY COUNCIL(S).			
H.2.2 DIRECTS THE DEVELOPMENT AND IMPLEMENTATION OF CURRICULUM BASED UPON STATE AND LOCAL GUIDELINES AND POLICIES.			
H.2.3 VISITS EACH DEPARTMENT CLASSROOM YEARLY.			
H.2.4 FACILITATES ARTICULATION OF INSTRUCTIONAL PROGRAMS AMONG EDUCATIONAL LEVELS (MIDDLE/JUNIOR HIGH, HIGH SCHOOL, POST-SECONDARY, ADULT, AND COLLEGE/UNIVERSITY).			
H.2.5 FACILITATES ARTICULATION AMONG CONSUMER HOME ECONOMICS PROGRAM OFFERINGS.			
H.2.6 COORDINATES AND ARTICULATES ACTIVITIES AMONG FHA CHAPTERS.			
H.2.7 MANAGES THE FINANCIAL ASPECTS OF THE CONSUMER HOME ECONOMICS PROGRAM.			
H.2.8 PROVIDES ACCURATE AND COMPLETE REPORTS.			

STANDARD: H. ADMINISTRATIVE/SUPERVISORY PERSONNEL - THE ADMINISTRATIVE/SUPERVISORY STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO ADMINISTER THE PROGRAM, HAS RESPONSIBILITY FOR MANAGING THE PROGRAM, AND EXHIBITS PROFESSIONALISM.

CRITERION: H.2. MANAGEMENT - THE ADMINISTRATIVE/SUPERVISORY STAFF MANAGES THE CONSUMER HOME ECONOMICS PROGRAM.

QUALITY INDICATORS (CONTINUED):

THE ADMINISTRATIVE/SUPERVISORY STAFF:

H.2.9 DIRECTS ANNUAL AND LONG RANGE PLANNING FOR THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

H.2.10 ASSISTS IN PLANNING FACILITIES AND MAKES RECOMMENDATIONS FOR THE PURCHASE AND MAINTENANCE OF EQUIPMENT.

H.2.11 MAKES RECOMMENDATIONS CONCERNING STAFF EMPLOYMENT.

H.2.12 MANAGES THE PLANNING, IMPLEMENTATION AND EVALUATION OF IN-SERVICE EDUCATION PROGRAMS FOR THE CONSUMER HOME ECONOMICS STAFF.

YES	NO	COMMENTS

STANDARD: H. ADMINISTRATIVE/SUPERVISORY PERSONNEL - THE ADMINISTRATIVE/SUPERVISORY STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO ADMINISTER THE PROGRAM, HAS RESPONSIBILITY FOR MANAGING THE PROGRAM, AND EXHIBITS PROFESSIONALISM.

CRITERION: H.3. EVALUATION - THE ADMINISTRATIVE/SUPERVISORY STAFF HAS RESPONSIBILITY FOR DIRECTING EVALUATION ACTIVITIES.

QUALITY INDICATORS: THE ADMINISTRATIVE/SUPERVISORY STAFF:	YES	NO	COMMENTS
H.3.1 EVALUATES CONSUMER HOME ECONOMICS STAFF PERFORMANCE UTILIZING A VARIETY OF TECHNIQUES.			
H.3.2 EVALUATES CONSUMER HOME ECONOMICS STAFF PERFORMANCE ACCORDING TO LOCAL AND STATE STANDARDS AND OTHER STATED OBJECTIVES AND/OR CRITERIA.			
H.3.3 UTILIZES THE RESULTS OF THE STAFF PERFORMANCE EVALUATION TO IMPROVE THE CONSUMER HOME ECONOMICS PROGRAM.			
H.3.4 PLANS AND/OR DIRECTS THE EVALUATION OF THE CONSUMER HOME ECONOMICS PROGRAM UTILIZING LOCAL AND STATE CONSUMER HOME ECONOMICS EDUCATION STANDARDS AND OTHER CRITERIA.			
H.3.5 PLANS AND/OR DIRECTS EVALUATION OF THE PROGRAM AT LEAST EVERY FIVE YEARS.			

STANDARD: H. ADMINISTRATIVE/SUPERVISORY PERSONNEL - THE ADMINISTRATIVE/SUPERVISORY STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO ADMINISTER THE PROGRAM, HAS RESPONSIBILITY FOR MANAGING THE PROGRAM, AND EXHIBITS PROFESSIONALISM.

CRITERION: H.4. PUBLIC RELATIONS - THE ADMINISTRATIVE/SUPERVISORY STAFF PROMOTES CONSUMER HOME ECONOMICS BY ESTABLISHING AN ON-GOING PUBLIC RELATIONS PROGRAM.

QUALITY INDICATORS:

THE ADMINISTRATIVE/SUPERVISORY STAFF:

H.4.1 FACILITATES THE USE OF A VARIETY OF TECHNIQUES TO PROMOTE THE CONSUMER HOME ECONOMICS PROGRAM.

H.4.2 PROMOTES THE CONSUMER HOME ECONOMICS PROGRAM TO PERSONS IN VARIOUS EDUCATIONAL SETTINGS.

H.4.3 PROMOTES THE CONSUMER HOME ECONOMICS PROGRAM TO PERSONS IN THE COMMUNITY.

YES	NO	COMMENTS

STANDARD: H. ADMINISTRATIVE/SUPERVISORY PERSONNEL - THE ADMINISTRATIVE/SUPERVISORY STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO ADMINISTER THE PROGRAM, HAS RESPONSIBILITY FOR MANAGING THE PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: H.5. CONTINUING EDUCATION ACTIVITIES - THE ADMINISTRATIVE/SUPERVISORY STAFF PARTICIPATES IN CONTINUING EDUCATION ACTIVITIES.

QUALITY INDICATORS:

THE ADMINISTRATIVE/SUPERVISORY STAFF:

H.5.1 PARTICIPATES IN AT LEAST ONE PROFESSIONAL DEVELOPMENT ACTIVITY SUCH AS COLLEGE COURSE, IN-SERVICE ACTIVITY, WORKSHOP, SEMINAR, OR TRAINING PROGRAM EACH YEAR IN ORDER TO UP-DATE PROFESSIONAL AND TECHNICAL KNOWLEDGE IN CONSUMER HOME ECONOMICS AND/OR ADMINISTRATIVE/SUPERVISION OF THE PROGRAM.

H.5.2 ACTIVELY SEEKS NEW KNOWLEDGE AND IDEAS BY READING PROFESSIONAL PUBLICATIONS.

YES	NO	COMMENTS

IX

INSTRUCTIONAL STAFF

THE INSTRUCTIONAL STAFF IS DEFINED AS THE PERSONNEL DIRECTLY RESPONSIBLE FOR TEACHING IN THE CONSUMER HOME ECONOMICS EDUCATION PROGRAM.

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.1. EDUCATION/EXPERIENCE - THE INSTRUCTIONAL STAFF HAS PRE-SERVICE AND IN-SERVICE EDUCATION AND WORK/FIELD EXPERIENCE NECESSARY TO CONDUCT THE INSTRUCTIONAL PROGRAM.

QUALITY INDICATORS: THE INSTRUCTIONAL STAFF HAS:	YES	NO	COMMENTS
I.1.1 AT LEAST A BACHELOR'S DEGREE WITH A MAJOR OR MINOR IN CONSUMER HOME ECONOMICS EDUCATION.			
I.1.2 WORK/FIELD EXPERIENCE IN ONE OR MORE OF THE CONSUMER HOME ECONOMICS AREAS.			
I.1.3 EDUCATIONAL PREPARATION TO PLAN, IMPLEMENT, AND MANAGE THE CURRICULUM THROUGH A VARIETY OF TEACHING STRATEGIES.			
I.1.4 EDUCATIONAL PREPARATION IN EVALUATION TECHNIQUES.			
I.1.5 EDUCATIONAL PREPARATION TO ESTABLISH AND UTILIZE PROCEDURES FOR CLASSROOM MANAGEMENT WHICH ASSIST IN CREATING A POSITIVE LEARNING ENVIRONMENT.			
I.1.6 EDUCATIONAL PREPARATION IN THE PHILOSOPHY OF VOCATIONAL EDUCATION AND CONSUMER HOME ECONOMICS EDUCATION.			
I.1.7 EDUCATIONAL PREPARATION TO INTEGRATE FHA CHAPTERS INTO THE INSTRUCTIONAL PROGRAM.			
I.1.8 EDUCATIONAL PREPARATION TO WORK WITH ALL POPULATION TYPES.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.1. EDUCATION/EXPERIENCE - THE INSTRUCTIONAL STAFF HAS PRE-SERVICE AND IN-SERVICE EDUCATION AND WORK/FIELD EXPERIENCE NECESSARY TO CONDUCT THE INSTRUCTIONAL PROGRAM.

QUALITY INDICATORS (CONTINUED): THE INSTRUCTIONAL STAFF HAS:	YES	NO	COMMENTS
I.1.9 EDUCATIONAL PREPARATION TO WORK WITH STUDENTS WITH VARIOUS LEARNING ABILITIES AND FROM VARIOUS SOCIO-ECONOMIC LEVELS.			
I.1.10 EDUCATIONAL PREPARATION TO ELIMINATE SEX BIAS AND SEX STEREOTYPING.			
I.1.11 EDUCATIONAL PREPARATION TO ADDRESS CURRENT AND FUTURE SOCIETAL CONCERNS.			
I.1.12 EDUCATIONAL PREPARATION TO PROMOTE THE CONSUMER HOME ECONOMICS PROGRAM THROUGH PUBLIC RELATIONS ACTIVITIES.			
I.1.13 EDUCATIONAL PREPARATION TO FORM AND UTILIZE AN ADVISORY COUNCIL.			
I.1.14 EDUCATIONAL PREPARATION FOR REINFORCING AND TRANSFERRING BASIC SKILLS, SUCH AS READING, WRITING, MATH, AND SCIENCE IN THE CONTENT COURSES.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.2. CERTIFICATION - THE INSTRUCTIONAL STAFF MEETS STATE CERTIFICATION REQUIREMENTS.

QUALITY INDICATORS:	YES	NO	COMMENTS
THE INSTRUCTIONAL STAFF:			
I.2.1 HAS A VALID STATE SECONDARY PROVISIONAL OR CONTINUING CERTIFICATE WITH VOCATIONAL ENDORSEMENT IN CONSUMER AND HOMEMAKING.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.3. INSTRUCTION - THE INSTRUCTIONAL STAFF FACILITATES LEARNING THROUGH INSTRUCTIONAL ACTIVITIES.

QUALITY INDICATORS:

THE INSTRUCTIONAL STAFF:

		YES	NO	COMMENTS
I.3.1	ASSUMES RESPONSIBILITY FOR PLANNING, ORGANIZING AND CONDUCTING INSTRUCTION.			
I.3.2	ASSISTS IN DEVELOPING AND REVISING THE LOCAL CURRICULUM, BASED UPON LOCAL AND STATE CURRICULUM GUIDES AND POLICIES.			
I.3.3	ADAPTS INSTRUCTION TO MEET THE NEEDS OF ALL STUDENTS.			
I.3.4	PROMOTES, ORGANIZES AND ADVISES FHA CHAPTER AS AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM.			
I.3.5	UTILIZES BUSINESS/INDUSTRY AND COMMUNITY RESOURCES.			
I.3.6	PROMOTES ARTICULATION OF CONSUMER HOME ECONOMICS PROGRAM AMONG EDUCATIONAL LEVELS (MIDDLE/JUNIOR HIGH THROUGH ADULT).			
I.3.7	PROMOTES ARTICULATION OF THE CONSUMER HOME ECONOMICS EDUCATION COURSE OFFERINGS.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.4. MANAGEMENT - THE INSTRUCTIONAL STAFF MANAGES THE INSTRUCTIONAL PROGRAM.

QUALITY INDICATORS: THE INSTRUCTIONAL STAFF:	YES	NO	COMMENTS
I.4.1 ORGANIZES AND UTILIZES AN ADVISORY COUNCIL.			
I.4.2 DEVELOPS A PHILOSOPHY UTILIZING SUGGESTIONS FROM THE ADVISORY COUNCIL.			
I.4.3 MAINTAINS A FILE OF DEPARTMENTAL RECORDS AND REPORTS, SUCH AS MINUTES OF ADVISORY COUNCIL MEETINGS AND INVENTORIES.			
I.4.4 MAKES AND PRIORITIZES RECOMMENDATIONS FOR THE PURCHASE OF EQUIPMENT AT LEAST ONCE A YEAR.			
I.4.5 SELECTS, OBTAINS, AND INVENTORIES INSTRUCTIONAL SUPPLIES, MATERIALS, AND EQUIPMENT ONCE A YEAR.			
I.4.6 ARRANGES AND MAINTAINS THE CLASSROOM SETTING TO PROVIDE A SAFE ENVIRONMENT WHICH IS CONDUCIVE TO LEARNING.			
I.4.7 ESTABLISHES AND UTILIZES PROCEDURES FOR DISCIPLINE WHICH ASSIST IN CREATING A POSITIVE LEARNING ENVIRONMENT.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.5. EVALUATION - THE INSTRUCTIONAL STAFF ASSUMES RESPONSIBILITY FOR EVALUATION.

QUALITY INDICATORS: THE INSTRUCTIONAL STAFF:	YES	NO	COMMENTS
I.5.1 CONDUCTS A FORMAL SELF-EVALUATION OF PROFESSIONAL PERFORMANCE AT LEAST ONCE A YEAR.			
I.5.2 UTILIZES LOCAL AND STATE CONSUMER HOME ECONOMICS EDUCATION STANDARDS AND OTHER CRITERIA WHEN CONDUCTING A SELF-EVALUATION OF PROFESSIONAL PERFORMANCE.			
I.5.3 UTILIZES THE RESULTS OF THE SELF-EVALUATION OF PROFESSIONAL PERFORMANCE TO IMPROVE INSTRUCTION.			
I.5.4 EVALUATES STUDENTS' PROGRESS ON A CONTINUOUS BASIS THROUGH A VARIETY OF TECHNIQUES.			
I.5.5 EVALUATES STUDENTS' PROGRESS ACCORDING TO STATED INSTRUCTIONAL TASKS.			
I.5.6 UTILIZES THE RESULTS OF THE EVALUATION OF STUDENTS PROGRESS TO IMPROVE INSTRUCTION.			
I.5.7 CONDUCTS IN-DEPTH EVALUATIONS OF THE CURRICULUM ON AN ANNUAL BASIS.			
I.5.8 CONDUCTS AN EVALUATION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT AT LEAST ONCE A YEAR.			
I.5.9 PARTICIPATES IN EVALUATIONS OF THE INSTRUCTIONAL PROGRAM.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.6. PUBLIC RELATIONS - THE INSTRUCTIONAL STAFF PROMOTES CONSUMER HOME ECONOMICS EDUCATION BY ESTABLISHING AN ON-GOING PUBLIC RELATIONS PROGRAM.

QUALITY INDICATORS:

THE INSTRUCTIONAL STAFF:

I.6.1 UTILIZES A VARIETY OF TECHNIQUES TO INTERPRET THE CONSUMER HOME ECONOMICS PROGRAM.

I.6.2 PROMOTES THE CONSUMER HOME ECONOMICS PROGRAM TO PERSONS IN VARIOUS EDUCATIONAL SETTINGS.

I.6.3 PROMOTES THE CONSUMER HOME ECONOMICS PROGRAM TO PERSONS IN THE COMMUNITY (PARENTS/GUARDIANS, BUSINESS/INDUSTRY PERSONS AND ORGANIZATIONS).

YES	NO	COMMENTS

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.7. PROFESSIONAL CONDUCT - THE INSTRUCTIONAL STAFF EXHIBITS PROFESSIONAL CONDUCT.

QUALITY INDICATORS: THE INSTRUCTIONAL STAFF:	YES	NO	COMMENTS
I.7.1 COMMUNICATES AND COOPERATES WITH PERSONS IN THE SCHOOL AND COMMUNITY.			
I.7.2 PARTICIPATES IN SCHOOL AND COMMUNITY ACTIVITIES IN ADDITION TO THOSE DIRECTLY RELATED TO THE TEACHING ASSIGNMENT.			
I.7.3 FOLLOWS ESTABLISHED LINES OF AUTHORITY IN EXPRESSING EDUCATIONAL NEEDS OR CONCERNS.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.8. CONTINUING EDUCATION ACTIVITIES - THE INSTRUCTIONAL STAFF PARTICIPATES IN CONTINUING EDUCATION ACTIVITIES.

QUALITY INDICATORS: THE INSTRUCTIONAL STAFF:	YES	NO	COMMENTS
I.8.1 PARTICIPATES IN AT LEAST ONE LOCAL, STATE, OR NATIONAL IN-SERVICE ACTIVITY, WORKSHOP, SEMINAR, OR TRAINING PROGRAM EACH YEAR IN ORDER TO FURTHER PROFESSIONAL DEVELOPMENT IN CONSUMER HOME ECONOMICS.			
I.8.2 UP-DATES PROFESSIONAL AND TECHNICAL KNOWLEDGE BY TAKING COURSES RELATING TO CONSUMER HOME ECONOMICS EDUCATION DURING EACH THREE YEAR PERIOD OF EMPLOYMENT.			
I.8.3 ACTIVELY SEEKS NEW KNOWLEDGE AND IDEAS BY READING CURRENT PROFESSIONAL PUBLICATIONS.			

STANDARD: I. INSTRUCTIONAL STAFF - THE INSTRUCTIONAL STAFF OF A CONSUMER HOME ECONOMICS PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBILITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

CRITERION: I.9. PROFESSIONAL ORGANIZATION ACTIVITIES - THE INSTRUCTIONAL STAFF IS INVOLVED IN PROFESSIONAL ORGANIZATION ACTIVITIES.

QUALITY INDICATORS: THE INSTRUCTIONAL STAFF:	YES	NO	COMMENTS
I.9.1 MAINTAINS ANNUAL MEMBERSHIP IN AT LEAST ONE HOME ECONOMICS AND VOCATIONAL EDUCATION PROFESSIONAL ORGANIZATION.			
I.9.2 ATTENDS LOCAL, STATE AND/OR NATIONAL MEETINGS OF AT LEAST ONE VOCATIONAL EDUCATION PROFESSIONAL ORGANIZATION MEETING EVERY THREE YEARS.			
I.9.3 PARTICIPATES EACH YEAR IN AT LEAST ONE STATE AND/OR NATIONAL HOME ECONOMICS PROFESSIONAL ORGANIZATION MEETING.			

APPENDIXES

Standard A

Criterion A.1

Quality Indicator A.1.1

Philosophy

CONSUMER HOME ECONOMICS PHILOSOPHY*

(SAMPLE)

In the belief that education should promote the growth of the whole individual; physical, intellectual emotional, and social, we believe the consumer home economics program encourages and supports the quality, growth, and stability of the family unit through the development of each member as a responsible, independent individual and as a contributing participant of society.

We will assist each individual in attaining his/her maximum potential through the development of (1) essential living skills needed to survive on a day-to-day basis; (2) human relations including parenting skills; (3) consumer skills including obtaining, allocating and conserving resources; (4) career exploration skills; and (5) life management skills needed to meet the multi-role functions of each individual throughout his/her life cycle.

*This philosophy is in concert with the consumer home economics philosophy developed by the Michigan Department of Education, Vocational-Technical Education Service, Consumer Home Economics Unit, 1979.

Standard: A

Criterion: A.1

Quality Indicator: A.1.6

Philosophy

ARTICULATED PROGRAM

According to the Michigan Department of Education, articulation is "the total effort of educational groups and individuals to discover, establish and continually improve relationships between policies, plans, procedures, programs and people."

Frequently, consumer home economics courses/programs are planned in isolation, i.e. (middle school/ junior high separate from high school), consequently, there is much overlap of content both vertically and horizontally between courses. To better coordinate the utilization of resources, instructors and administrators from various educational levels should cooperatively develop policies, procedures, programs and curricula which will minimize the amount of coursework that students are required to duplicate.

Standard: B

Population/Access

Criterion: B.1

When used in reference to individuals means:

Quality Indicator B.1.1 - Limited English Proficiency

(a) Individuals who were not born in the United States or whose native tongue is a language other than English, and

(b) Individuals who come from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language.

Handicapped:

(a) A person who is:

(1) mentally impaired;
(2) hearing impaired;
(3) speech and language impaired;
(4) visually impaired;
(5) emotionally impaired;
(6) physically and otherwise health impaired; or
(7) learning disabled;

(b) Who by reason of the above:

(1) requires special education and related services, and/or rehabilitation services, and
(2) cannot succeed in the regular vocational education program without special services and/or assistance; or
(3) requires a modified vocational education program.

Disadvantaged:

(a) Persons (other than handicapped persons) who:

(1) have academic or economic disadvantages; and
(2) require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

Disadvantaged (Continued):

(b) Academic Disadvantage, for the purposes of this definition, "disadvantaged" means that a person:

(1) Lacks reading and writing skills;
(2) Lacks mathematical skills; or
(3) Performs below grade level.

(c) Economic Disadvantage, for the purposes of this definition, "disadvantaged" means:

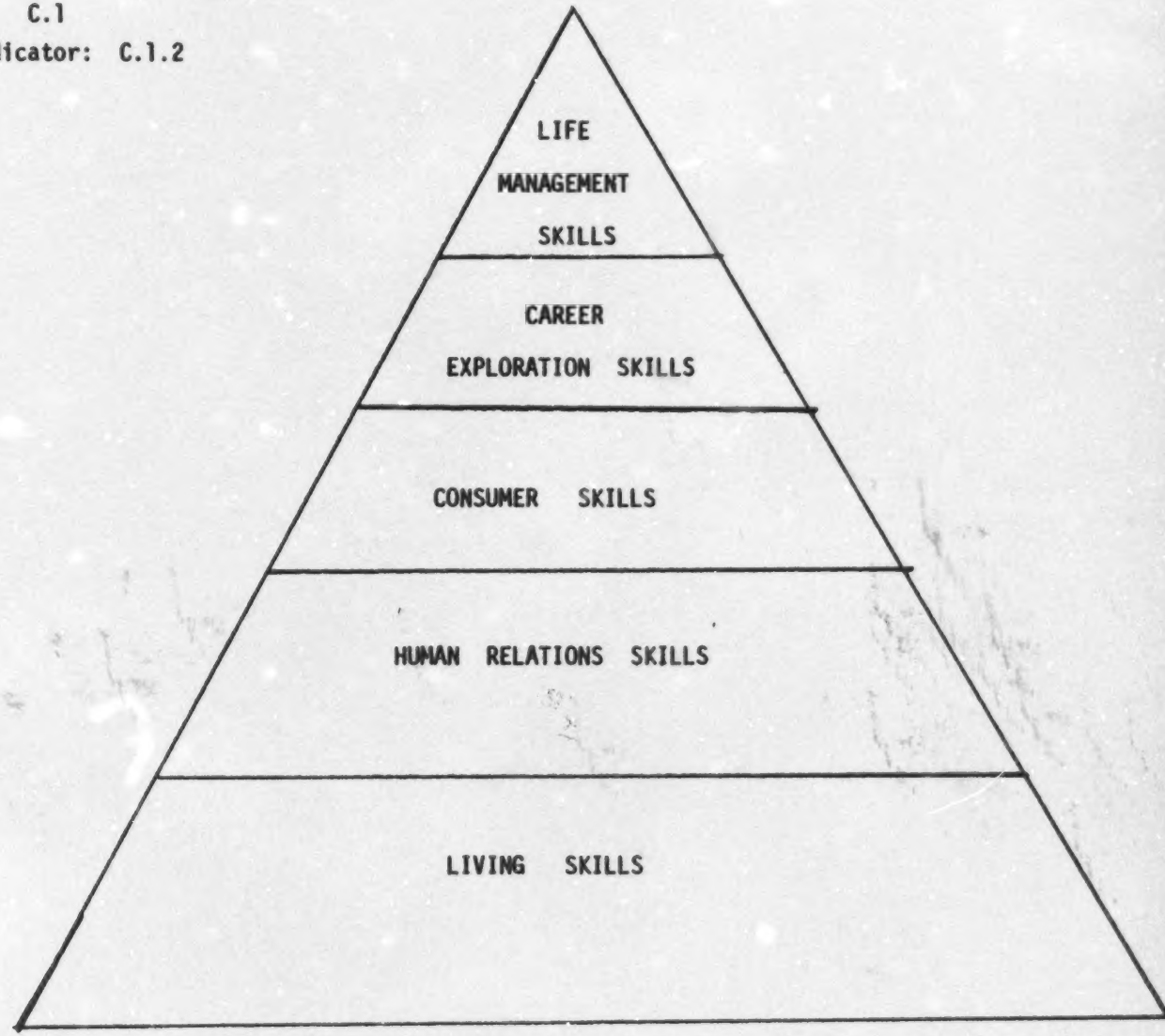
(1) Family income is at or below national poverty level;
(2) Participant or parent(s) or guardian of the participant is unemployed;
(3) Participant or parent of participant is recipient of public assistance; or
(4) Participant is institutionalized or under State guardianship.

Quality Indicator: B.2.3 - Auxiliary Aids or Services:

Provided for qualified handicapped students as a means of enjoying an educational opportunity equal to that enjoyed by non-handicapped students.

Auxiliary aids may include: taped texts, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Standard: C.
Criterion: C.1
Quality Indicator: C.1.2



HUMAN DEVELOPMENT MODEL

Standard: C. Instructional Program

Criterion: C.1

Quality Indicator: C.1.3

MIDDLE SCHOOL/JUNIOR HIGH

COURSE DESCRIPTIONS

The consumer home economics articulated program was re-designed using a humanistic model similar to Abraham Maslow's Hierarchy of Needs. We strongly believe that students should develop "living skills" that a minimum of 60% of the population will perform throughout their life cycle.

Life Survival Skills

The content of this course is based on the life skills needed by both males and females enabling them to succeed on a day-to-day basis. This course will include units of instruction in nutrition/foods, clothing, shelter, health, safety, grooming, handling money, communication and transportation.

Self Awareness

This course focuses on developing the basic psychological needs of an individual beginning with self-concept, personality development, values and goals, decision-making, communication, self-discipline, responsibility and independency.

Career Exploration

This course expands the development of responsibility, dependability, and mobility skills, while initiating tasks related to organization and management of financial and personal rewards as they pertain to exploring a variety of work experiences in which middle school/junior high school students are capable of participating.

Nutrition/Foods*

The content of this course is based on a physical fitness focus which enables each individual to make the best use of his or her physical, mental, emotional and social attributes through the application of nutrition as it relates to food selection, food habits, quick and simple food preparation. Introduction of the use of the micro-computer for individual nutrition analysis could be incorporated.

*If food preparation and/or clothing construction is deemed as necessary (based on community survey and advisory council recommendations) it is recommended that those skills be taught at the middle school/junior high school.

Clothing and Textiles*

Emphasis is placed on the selection, purchase, use, care, and recycling of clothing; personal values related to clothing choice and personal appearance and appropriateness, clothing based on life style and finances.

*If food preparation and/or clothing construction is deemed as necessary (based on community survey and advisory council recommendations) it is recommended that those skills be taught at the middle school/junior high school.

Standard: C.

Criterion: C.1

Quality Indicator: C.1.3

MIDDLE SCHOOL/JUNIOR HIGH

(Sample Course Topics)

LIFE SURVIVAL SKILLS

- Food
- Clothing
- Shelter
- Health
- Safety
- Grooming
- Money
- Communication
- Transportation

SELF AWARENESS

- Self-Concept
- Personality Development
- Relationships
- Decision Making
- Communication
- Independency
- Human Potential

NUTRITION/FOODS

- Physical Fitness
- Nutrition
- Food Selection
- Food Habits
- Quick & Simple Preparation
- Computer Application

CAREER EXPLORATION

- Responsibility
- Dependability
- Organization
- Financial/Personal Rewards
- Mobility
- Work Habits

CLOTHING

- Selection
- Purchase
- Use
- Care
- Recycle

Standard: C. Instructional Program

Criterion: C.1

Quality Indicator: C.1.4
C.1.6

HIGH SCHOOL COURSE DESCRIPTIONS

Essential Living Skills

If the course on "survival skills" is not available and/or required at the middle school level, it should be offered at the secondary level for ninth and tenth grade students. This course would also include units of instruction in nutrition/foods, clothing, shelter, health, safety, grooming, handling of money, communication and transportation. Content would emphasize those skills fundamental to meeting basic human needs of males and females.

Personal Living

Emphasis of this course is placed on the individual and his or her relationship with others. Basic human needs include psychological as well as physiological needs. Life-long psychological needs include the need for and expression of love, affection and belonging, development of interpersonal skills, behavior modification, appropriate use of assertiveness, eliminating sex role stereotyping, dealing with stress, conflict, abuse and practicing problem-solving techniques.

Family Living

This course focuses on how individuals develop and change across the life cycle, dealing with diverse modes of life, dual earner families, abuse, divorce, remarriage, death and the elderly.

Parenthood/Child Development

This course includes: parenthood as an informed choice, realities of parenthood, physical, social, financial and career adjustments. Also included is selecting: day care settings, toys and television programs, adjustments of a single parent and a step parent. Actual experience in working with pre-school and elementary age children should be included as part of the program.

Consumer Skills

The content of this course focuses on the use of the home computer for managing money, balancing a checkbook, and comparing product prices. Also included, is the use of credit, generic products, coupons and discounts and electronic fund transfers. Emphasis is placed on simulated and/or real life situations for a majority of the learning experiences.

Life Management Skills

A capstone course for 12th grade students that provides a variety of real life simulation and field experience which will give each individual an opportunity to apply and transfer the essential living skills, human relationships, and consumer skills into a variety of life situations and stages.

Ancillary Courses

Any courses not listed above i.e. (housing, health, etc.) which are considered supplemental to the consumer home economics program. The five courses for the middle school/junior high consumer home economics program and the six courses for the high school program will be offered prior to any of the ancillary courses.

Standard: C.
Criterion: C.1
Quality Indicator: C.1.4
C.1.6

HIGH SCHOOL
SAMPLE COURSE TOPICS

ESSENTIAL LIVING SKILLS

Build on Original Nine Areas in Survival Skills

PERSONAL LIVING

- Feelings
- Assertiveness
- Behavior Modification
- Sex Roles
- Life Styles
- Stress
- Conflict
- Abuse
- Problem-Solving

FAMILY LIVING

- Life Cycle Stages
- Diverse Modes of Life
- Work Roles
- Prepare for Adult Living
- Abuse
- Divorce
- Remarriage
- Death/Dying
- Elderly

PARENTHOOD/CHILD DEVELOPMENT

- Choices/Alternatives
- Career Adjustments
- Emotional Development
- Abuse
- Day Care
- Toys/T.V.
- "Hands-on" Approach

CONSUMER SKILLS

- Electronic Fund Transfers
- Home Computer
- Generic Products
- Coupons/Discounts
- Manage Finances
- Purchase Services
- "Hands-On" Approach

LIFE MANAGEMENT SKILLS

- Real Life Simulation & Field Experience related to various Life Style/Stage
- Case Studies

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